



A Report to the ECOP 4-H Leadership Committee on the Pathway Process and Next Steps

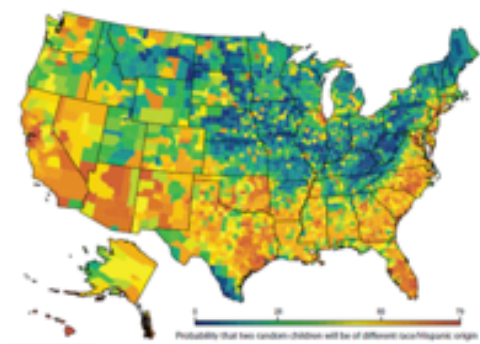
PATHWAYS REPORT

I. 4-H in a Changing American Landscape

The shared vision of ECOP and 4-H is to grow participation in 4-H as a positive youth development leader in the nation, expanding from a reach of 6 million youth today to 10 million by 2025 with an emphasis on diversity, equity and inclusion. This approach to expansion is particularly important as the face of the nation changes. Now, nearly half of all births are to families of color; the future of youth is diversity.

The University of New Hampshire has developed an analysis based on census data from 2009 that shows that the probability of two randomly selected children being of different races or Hispanic origin is not simply a characteristic of the east and west coasts. Even now, it is high throughout the nation. A decade hence, the impact will be even more striking.

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To thrive, 4-H will need to mirror these changes Progress in location is being made. Today, fewer than half (43%) of 4-H participants live in rural areas; 30% are in cities and 27% in suburban areas. Yet, only 18% of America's children live in rural areas. Moreover, the diversity of the nation's youth is not fully mirrored in 4-H. While 4-H demographics have shifted in recent years, the pace of change is not keeping up with the growth of minority population groups across the country. By 2020, the Bureau of Census estimates that only 49.8% of America's children will be white. In 2014, the most recent year for which statistics are available, 66% of 4-Hers were white.

Transformation strategy, however, is not just about demographics. It is about economics. With access to over 100 public universities, a proven research-driven track record for creating young leaders, and access to every county in America, 4-H has the potential to mobilize and expand economic mobility for the next generation of Americans. That mobility is a critical national need. Some 70% of Americans raised in the bottom quintile of incomes remain below the middle quintile as adults.

U.S. births among women ages 15-44, 2017

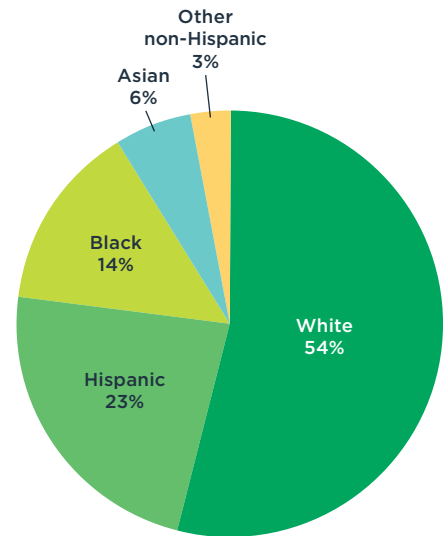


FIGURE 1: THOSE BORN INTO AMERICA'S LOWEST INCOME LEVELS ARE NOW LIKELY TO STAY THERE¹

Percent of Americans raised in the bottom income quintile who stay put or move up as adults

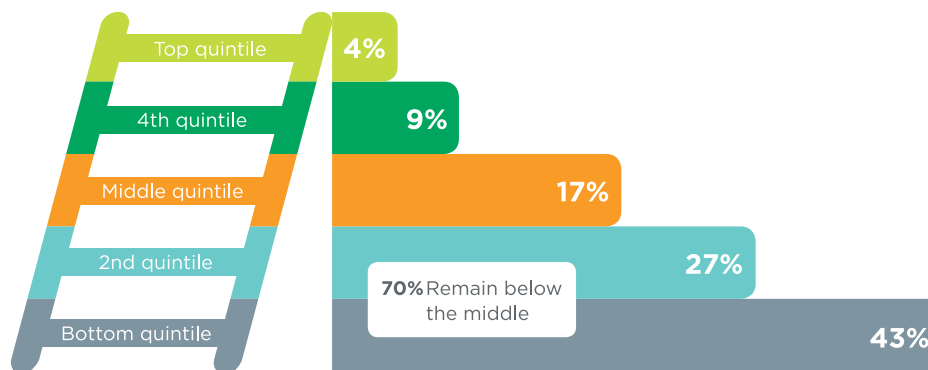


FIGURE 2: SIX FACTORS AFFECTING UPWARD MOBILITY²



4-H is well positioned to make that difference in economic mobility. What is needed to do so is a 4-H system that has deep capacity for serving youth where they are, in cities large and small as well as in rural areas, for emphasizing and ensuring diversity, equity and inclusion so that the changing face of American youth has 4-H opportunity, for responding to needs with great flexibility to meet a wide spectrum of youth interests and expectations, and for mobilizing the full partnership - 4-H, Extension, and university leadership - in tandem to develop and implement growth strategy with programmatic excellence.

1. Chetty, R., Grusky, D., Hell, M., Hendren, N., Manduca, R. & Narang, J. (2017). The Fading American Dream: Trends in Absolute Income Mobility since 1940. Retrieved from: [nber.org/papers/w22910](https://www.nber.org/papers/w22910)
 2. Ibid.

II. System-Wide Shifts Can Fuel Needed Change

Realizing this vision will require a very different way of organizing the 4-H system and a very different approach to serving youth and their families. Yet, the Extension-4-H system is extremely diverse and complex, responding to the structures and approaches of each of the 50 states. When it comes to systems and strategy, no size fits all even within deeply shared mission and vision. Nevertheless, there are common needs for change across the system irrespective of situational specifics, and common approaches that can and must be taken.

To grow the reach of 4-H and deliver high-quality positive youth development programming, 4-H must:

- Mobilize the full triad of university, Extension and 4-H leadership as an integrated asset for positive youth development
- Become more structurally flexible so that approaches can be matched to the specifics of needs and opportunities
- Reach new audiences with appropriately adjusted programming, while maintaining historical strengths
- Mobilize new types of adult volunteers who are aligned with new characteristics of youth and new expectations
- Become entrepreneurial in seizing high-potential opportunities and solving problems

What is needed is a change management process, informed by the most successful of existing 4-H experiences.

Successful change will not be just about 4-H. Leadership must come from the full triad of institutions, land grant universities, Extension, and 4-H, working together.





III. Pathway Design is Driven by Experience

To build out the framework to achieve this end, ECOP 4-H enabled a process for identifying and developing a “pathway” for change management, which was to be highly adaptable to needs and opportunities in specific situations, yet provide common steps and endpoints against a common objective throughout the 4-H system. That objective is to deliver a quality 4-H experience to more young people reflecting their needs and desires.

Eleven state land grant universities (LGU) programs were selected by a core leadership team to be part of the Process. A list of participants on each state LGU team is contained in Appendix 2. Land Grant institutions paid for their own expenses to participate in the Pathway Group. For every \$5 donated to carry out the Pathway process, these institutions contributed \$4 to cover their time and costs.

Each state LGU developed a case study of its experience with changing targets, processes and programs to meet new and emerging needs. Appendix 3 contains a more detailed explanation of the methods used to develop the Pathway for change.



IV. Recommendation: 4-H Must Move to a Customer Centric, Demand Driven Model

The discussions and the cases underscored a central principle of change. To achieve its goals for growth in the context of diversity, equity and inclusion and to contribute to economic mobility for youth, the 4-H system must become customer-driven. It must be flexible enough to accommodate all of the current national demographic changes in youth and their families, along with their changing needs and expectations. It must also be able to track and continuously adapt to new needs and evolving opportunities.

A customer-driven model is inherently growth-driven because it is inherently demand-driven. Programs and processes grow because they respond to what people want. The nature of that demand, reflecting location or demographics, also enables flexibility by informing the necessary mix of programming.

A pathway is needed that would help the leadership triad of universities, Extension and 4-H to transition from the current, more hierarchical model, in which programming is driven down to youth and families from central decisions and regulations, to one in which programming is driven by the needs of youth and families themselves.

A customer-centric model is inherently growth-driven because it is inherently demand-driven.



In the demand-driven model, several major changes take place:

- Youth and families define the knowledge they need and want in their communities.
- The role of 4-H is to create or curate a positive youth development ecology of content and expertise.
- The sources of knowledge and expertise are widely distributed. Knowledge can come from across the university, from Extension, but also from community groups, youth experts themselves, government or business. Knowledge flows into the ecology from multiple sources, dependent on the unique needs of the local community.
- The ways in which knowledge is acquired may be through the historical “club” model where that is appropriate. Alternatively, knowledge may be acquired through electronic means. There is no assumption about geography. “4-Hers” can join together in programs irrespective of where they live, and share knowledge irrespective of their age or time in the system. Mastery of knowledge drives recognition and achievement, not time in the program.
- Adult mentors, similarly, can interact with youth in clubs as has been historically and successfully the case, or they can interact remotely.
- The rules and regulations governing “4-H” as a brand are more along the lines of a franchise manager – there is a universal standard of PYD expected, but the means for getting there depend on individual community demand and needs. The standards of PYD program quality, the measures of PYD achievement, the standards for recognizing achievement are standardized and applied but not the ways in which those things are achieved.



In a customer-centric, demand-driven model, the mission of 4-H does not change. The approach changes.

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The way that any 4-H entity, and its university-Extension-4-H leadership triad, develop, proffer and provide positive youth development services is totally flexible relative to the nature of the youth “market” and its specific wants and needs. The types of sources of expertise and the way in which knowledge is disseminated are also flexible. Historic approaches and structures can remain. Innovation can thrive. Both can live and thrive in the same system by being demand-driven.

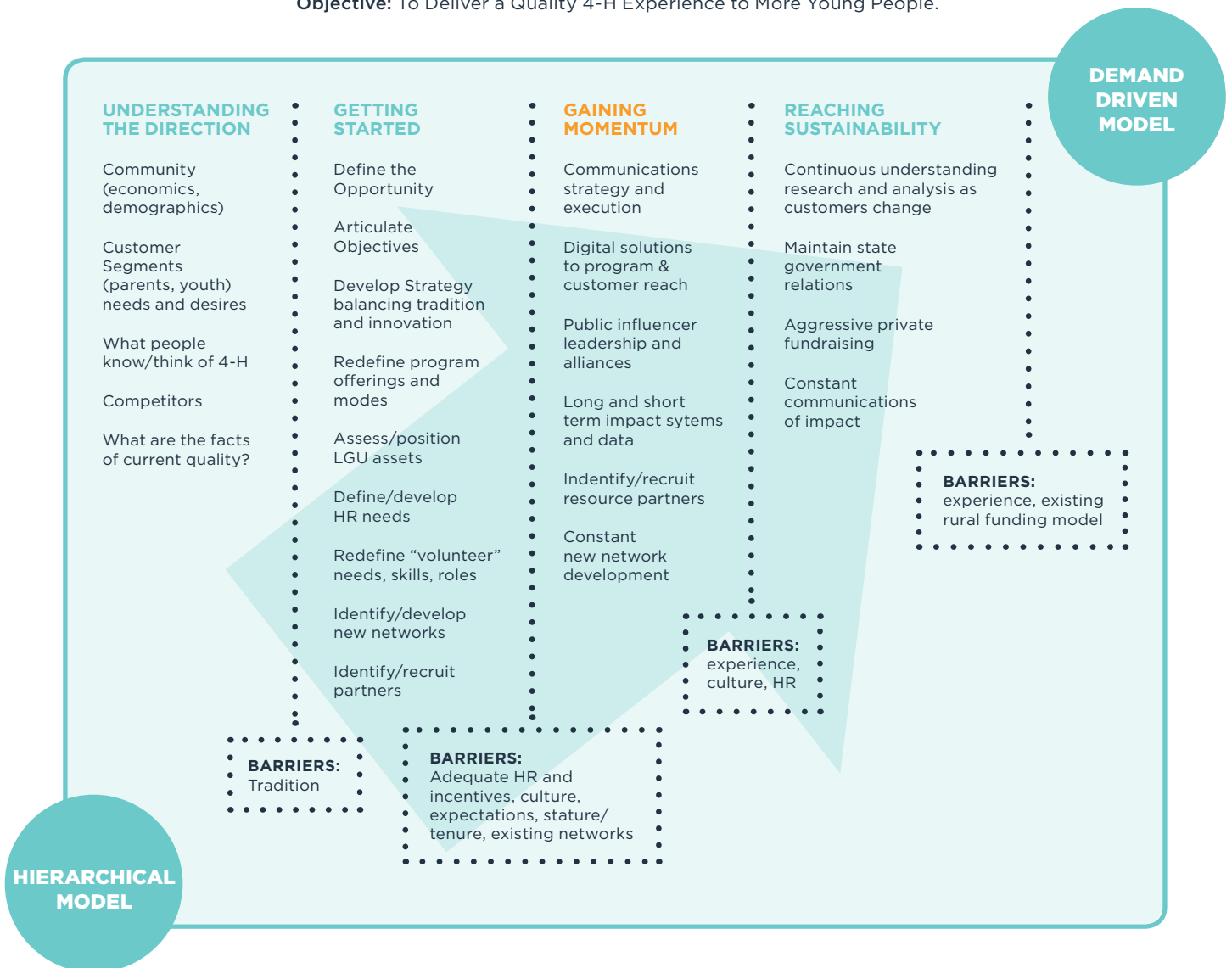
It is this core and essential shift (of becoming customer-centric and demand-driven) that will enable the broader 4-H movement to grow and respond to the shifting needs of an increasingly diverse America – and a transforming American economy.

The Pathway to a Demand-Driven System Must be Holistic in Scope

Having articulated the model as a mechanism for growth in a changing world of youth demographics and expectations, the Pathway Group then considered how to organize a transition strategy for movement from a hierarchical to a demand-driven model. Considerable discussion of both tactics and barriers ensued. In summary, the conceptual framework for customer-centric change envisioned four steps, with any local or state 4-H system able to enter into the Pathway at any stage.

PATHWAY FRAMEWORK

Objective: To Deliver a Quality 4-H Experience to More Young People.



Strategy Overview: Create Holistic process to move 4-H from current hierarchical model to customer-centric model.

Step One: Understanding the Direction

A customer-centric model puts the first premium on understanding the “customer,” i.e., youth and their families. This entails research on communities, youth/family segments representing different characteristics, experiences or desires, knowledge and attitudes toward 4-H, the nature of potential competitors for meeting the needs and desires of youth and families, and the facts about current 4-H program quality and perceptions of that quality.

Rather than defining programs and service approaches based on internal Extension/4-H experience and expertise, the external “market” sets the context. Because this may not be the way in which programs have been designed historically, the Pathways Group saw historic standard-operating-procedures as the key barrier to beginning the 4-H strategy from the perspective of the customer, not from the perspective of the institutions providing programs

Step Two: Getting Started

Once the facts are clear, then the process of defining clear objectives and strategy, gathering programs and knowledge into the curated space, and defining roles of institutions and volunteers takes place. New networks may need to be identified that reflect the characteristics and needs/desires of new groups of youth and their families. New partners may need to be recruited. Being very clear about objectives and redefining approaches to achieve those objectives is critical. This is likely to be complex, especially in cases where the customers are both within the historic approaches and within new or changing constituencies. This is a critical point.

A demand-driven model does not abandon historic commitments to rural youth. It is a flexible model that enables programming to respond to the full complexity of the locations and characteristics of youth that the 4-H system seeks to reach. The Pathway Group identified a wide variety of barriers to this process, including the skills and experiences of the current human resources working in Extension and 4-H and the limits of their partnership networks, the expectations and demands of volunteers attached to existing methods for program delivery, and often the lack of deep perceived incentives to change, and benefits therefrom, within the university, Extension and 4-H structures themselves. While there are few barriers to acquiring information, there are many barriers to acting on it.

A demand-driven model does not abandon the 4-H historic commitment to rural youth. It is a flexible model that enables programming to respond to the full complexity of the locations and characteristics of all youth that 4-H seeks to reach.



Step Three: Gaining Momentum

Once a way forward is plotted, action often takes place in “beta test” pieces. Aggressive effort is needed to communicate constantly and broadly the new approach both to youth and their families and to networks and partners who can reach into these new groups. Again, in many cases, that communication will be complex because 4-H will need to curate PYD both for historical audiences, where both program content and program approach may be consistent with the past, and to new audiences where innovation and flexibility will be needed.

4-H will need the willingness and the ability to constantly change and adapt networks and partnerships as the customer base grows and changes. Gaining momentum will mean the capacity for constant evolution in approach to respond to changes in youth needs and desires, and to absorb and act on learning about “what works” in meeting demand. The barriers to such flexibility include the traditional way in which programs are defined and developed, the human resources experience of current 4-H leaders, and the culture of defining programs and program settings in historic terms.



Step Four: Reaching Sustainability

Achieving scale in reach and in financing is the final challenge. This requires a strategy that both values and maintains public sources of funding, especially at the state level, but also identifies, cultivates and stewards new sources of funding in the private and philanthropic sectors. Maintaining those funding sources also requires a continuous stream of evidence and communications regarding the impact of 4-H among those it serves.

The significant barriers to achieving and maintaining this stage on the Pathway are the existing rural funding model for Extension and 4-H, although the Pathway Group experienced no barriers to the allocation of existing resources to their specific innovative programs and projects. In the Group’s experience, there were no structural or regulatory barriers that impeded resource allocation to change. The bigger barrier is lack of expertise in Extension and 4-H relating to private philanthropy, and the lack of deep internal capacity in communications strategy and implementation.

Financial sustainability strategy both values and maintains public sources of funding and identifies, cultivates and stewards new sources in the private and philanthropic sectors.

A Fast-Track Channel Can Catalyze Disruptive Change

Systems change, however, does not always happen so systematically.

The customer-driven, holistic, step-by-step channel of change (outlined above) may be the norm, but disruption that is “fast-tracked” by a significant problem or an unexpected opportunity within the system is also possible. For example, the sudden commitment of a state or a large philanthropic entity to solve the problem of remote internet access would provide the opportunity for 4-H to leapfrog over the step-by-step process and drive the entire system to solve a problem. Similarly, the opportunity to embed 4-H in an entire school system, as was the case in Roscoe, Texas, provides 4-H with the opportunity to take change to scale throughout the entire 4-H system in a unified response to a large opportunity. The Illinois 4-H Digital Delivery Initiative, one of the cases brought to the Pathway Group, provides an additional concrete example of quick and disruptive change, that is creating customer-driven programming throughout 4-H with digital tools.

Both the holistic and fast-tracked channels of the Pathway drive toward the same end, to transform 4-H into a customer-centric model able to understand and meet the varied needs of youth of many backgrounds, characteristics and locations – with high impact, positive youth development programming that enables economic mobility.

Systems change does not always happen systematically. Opportunity can create potential to fast-track change.

Pathway Group Cases Show 4-H Can Create and Manage Change

The conceptual framework described above reflects the actual strategies and experiences of the 11 states whose cases underpin it. At the second convening of the Pathway Group, each state team mapped its own innovation experience onto the Pathway. All cases touched multiple steps along the Pathway, and many case groups had deeper experience with one or two steps of the Process than others. By sharing these approaches, and the strategies they used for overcoming specific barriers, the Pathway Group developed a deeper understanding of how change could be organized and implemented across the broader 4-H system, with flexibility to accommodate local, real-world context.

Mapping case experience along the Pathway also underscored the importance of change strategy and management as a function of the combined leadership of all three institutions involved in 4-H: the university, Extension, and 4-H itself.

ECOP 4-H Can Play a Proactive Role in the Pathway

The locus of action for change clearly rests with university, Extension and 4-H leadership. However, ECOP 4-H can play an important supporting role to enable progress on the Pathway and ensure that the learnings of the “first movers” along the Pathway of change are shared broadly throughout the system to optimize best practices across the network over time.

The supporting roles for ECOP 4-H might include:

- Training and supporting leadership development in change management, which will be a critical requirement for all states as they embark upon the Pathway
- Knowledge distribution across the system, especially of what works and how to develop successful strategies for overcoming barriers to change
- Convenings of all elements of change leadership – university, Extension and 4-H – to share teamwork experience and build supportive joint networks
- Recognition and empowerment of change leadership within 4-H to encourage those who may be hesitant to risk systems change to take the first steps on the Pathway





V. Summary of Results

The six months of effort in developing a transformational approach to 4-H growth has resulted in:



A Pathway framework, focused explicitly on transitioning the system from a hierarchical to a customer-driven model, by which university, Extension and 4-H leadership can work together to craft innovation strategy, either for new audiences/approaches or for changed expectations and experiences of historic 4-H youth participants.



Concrete cases that illustrate the utility (and practicality) of that Pathway based on field experience.



A cohort of 4-H/Extension leaders with experience in change management and knowledge of how to move along the Pathway, who can serve as resources in this Process to leaders throughout the 4-H system.

VI. Next Steps to Scale the Pathway

Based on the progress to date, there are two immediate next steps to begin to create the capacity across the 4-H system for change along the Pathway.

Create Ownership Across the System

The triad of leadership – university, Extension and 4-H – must create the culture of change that will enable the Pathway to succeed. Triad ownership of the Pathway is critical, but it is a first step. The triad then needs to involve a diverse group of investors, public and private, and communities in the change process. Broad and deep ownership of the Pathway to change is the key to success.

Broad and deep ownership – public and private – of the Pathway to change is the key to success.

Therefore, communication with leaders around the country is necessary to explicate the Pathway, present the case illustrations of its application, solicit additional insight and input, and discuss how broad implementation might take place at the local level. That communications strategy has two components. In-person briefings of key institutional and regional leaders around the country are essential. This will begin to both build ownership and add substantive input to the Pathway. The briefings must involve the full triad of leadership, the land grant university, Extension, and 4-H at the highest institutional levels, as well as key private and public funded organizations.

Once a cohort of leaders has been established, a video-based briefing can be developed for all levels of the system. This video briefing would involve the leadership cohort so that, system-wide, staff and participants from all three institutions – universities, Extension and 4-H – can see that the Pathway is a product of the system itself. It is has grown out of successful experiences with change in a variety of settings. It is a product not of theory but of experience.

These briefings and the development of a system-wide video should take place in the July to December 2019 timeframe.

Develop Leadership Capacity

The Pathways Group's experiences underscored the importance of leadership capacity to develop strategies for and implement change management across 4-H locales. This is not only a matter of the capacity of individual leaders, or even of a triad of university-Extension-4-H leaders, but also the development of networks of leaders with shared experiences who can support one another in the implementation of fundamental system changes.

The next six months should include the development of a "Leaders Institute" for that purpose. This Institute would be:

- **Case-Based:** Developing knowledge and skills through a business-school analogous case method. The cases would be taken from independent cases of change management but also developed from the existing 4-H cases that came from the Pathway Group.
- **Team-Based:** Participants would be required to participate in triad teams comprised of a university leader, an Extension Director and a 4-H Director. The learning would create a shared experience and understanding of how to implement these changes within a realistic 4-H ecosystem.
- **Outcomes-Based:** The teams would be required to use the Institute to develop their own state or institution's concrete strategy for progressing along the Pathway.
- **Independent:** The Institute and its faculty would be independent of 4-H leadership, providing fresh eyes and fresh thinking about change management.

This "Leaders Institute" would be designed in 2019 and be ready for participant applications by the second quarter of 2020.

It has grown out of successful experiences with change in a variety of settings. It is a product not of theory but experience.

Appendix 1

Pathways Group Participants

Alexa Maille, NYS 4-H STEM Specialist, Cornell University

Alvarez Dixon, Extension Specialist, University of Illinois

Amy Leman, Extension Specialist, University of Illinois

Brenda Shafer, 4-H Program Leader, University of Minnesota

Brittany Sonntag, Urban 4-H Agent, New Mexico State University

Chuck Hibberd, Dean and Director, Nebraska Extension, University of Nebraska

Diane Mack, Extension Specialist/4-H Youth Development, Kansas State University

Dorothy Freeman, Retired Director, Minnesota Extension, University of Minnesota

Dr. Maria (Lupita) Fabregas Janeiro, Assistant Director, California 4-H Diversity and Expansion, University of California (Davis)

Dr. Steve Beck, State 4-H Urban Program Director, New Mexico State University

Jackie Steffen, 4-H Extension Director, University of Nebraska

John Jobe, 4-H Youth Development Agent, Kansas State University

Kaitlyn Peine, 4-H Youth Development Agent, Kansas State University

Kathleen Lodl, Associate Dean/4-H Program Administrator, University of Nebraska

Keith Jacobs, Extension Specialist, University of Illinois

Kristen Moore, 4-H Program Educator, Oregon State University

Kristy Ouellette, Associate Extension Professor/4-H Youth Development, University of Maine

Lauren Traister, 4-H Teen and Leadership Program Coordinator, University of Vermont

Maureen Hosty, Professor/4-H Youth Development, Oregon State University

Melissa Persing, 4-H Extension Educator, University of Minnesota

Nicole Jacobs, 4-H FCS Agent, New Mexico State University

Pamela Rose, 4-H Program Leader, Oregon State University

Woody Hughes, Jr., Assistant Extension Administrator/State 4-H Program Leader, Fort Valley State University

The Core Leadership Team managing the Pathway Process included:

- Andy Turner, New York State 4-H Program Leader; Co-Chair ECOP 4-H
- Andy Ferrin, SVP, Chief Strategy Officer, National 4-H Council; Co-Chair ECOP 4-H
- Beth Birnstihl, Mission to Market Director, National 4-H Council
- Susan Raymond, Ph.D., Senior Advisor and Executive Vice President Emeritus, Changing Our World, Inc.
- Benjamin Bernstein, Senior Director, Changing Our World, Inc.

Appendix 2

Pathway Group Case Summaries



University of California: Largest and most comprehensive Latino Initiative in 4-H nationwide. They have invested more than \$2,000,000 to date to invite more Latino youth to become a part of 4-H, hiring seven bilingual and bicultural program representatives, who have also helped developed their own culturally relevant 4-H programs.



University of Nebraska: or Nebraska's Next Chapter initiative is a college-readiness program delivered through the Nebraska 4-H program in partnership with the Office of Admissions that helps students prepare for and succeed in college by providing the skills students need to reach their academic goals.



Fort Valley State University/1890s Team: Their program bridges arts and agriculture with employability, and is geared toward incarcerated and underprivileged youth who are interested in learning about 4-H healthy living, STEM, agriculture, and arts through aeroponics technology.



University of Illinois: Their "Illinois Digital Delivery Initiative" is investing in new technology for increasing digital modes of access and engagement across the state. Counties in Illinois 4-H have formed a committee of youth who created an app to house a 4-H project-based digital learning community that has just gone live.



Kansas State University: With the goal of reaching new audiences, three cohorts including fourteen extension units, received funds (in a public/private partnership) to explore ways to: meet the needs of today's families, engage new volunteers and partners, and try a new club model over the last three years--with a great deal of progress made to date.



University of Minnesota: Its First Generation 4-H Initiative has invested considerable human and financial resources to create greater inclusion across the state, while laying the framework to ready staff for the challenges ahead. Using that developed framework as the foundation for the First Generation initiative, a great deal of success has already been achieved in the quest to create a culture of broader inclusion across the larger 4-H system.



New Mexico State University: Their innovative in-school 4-H program was launched with a pilot goal of getting approximately 350 elementary youth to participate in a variety of 4-H activities that were incorporated throughout the school day. Through participation in the 4-H club, the school has seen an increase in attendance, a decrease in behavioral issues, and an increase in the school's overall school grade, with state expansion efforts underway.



Cornell University/Northeast Team: Their project engages a cohort group of self-selected 4-H educators from all across New York State in an intensive diversity and inclusivity professional development experience designed to deconstruct and examine issues of power, privilege and differences - in order to create a more culturally sensitive and inclusive 4-H program structure across New York State.



Oregon State University: Both their "4-H Pacific Lamprey in the Classroom" and "Future Expansion to 4-H Youth Entrepreneurs Programs" provide new, high-tech methods for giving students real-time access to LGU faculty while in the classroom - while also enabling students to complete digital 4-H program modules themselves.



University of Vermont/Northeast Team: Vermont 4-H is working actively to connect 4-H programs, specifically, the Teens Reaching Youth (TRY) for the Environment program, to proficiencies and transferable skills so that youth in their programs are able to make connections between their in-school and out-of-school learning. And, just as important, they are making these connections to attract more youth to 4-H programs. It is important to note that the University of Maine, also a part of the Northeast Team participating in the Pathway Process, has been doing similar work using the TRY program in Somalian refugee communities across Maine's two largest cities - Portland and Lewiston.



Appendix 3

Pathway Process Approach and Methods (In-Depth Explanation)

Three activities are needed in the Pathway approach to change.

Experience: There is experience in the 4-H system, at the state and local levels, with developing new programs or new approaches to programming that reaches new constituencies of youth. Understanding how the awareness of those changed needs occurred and how programming was developed and delivered in measurably impactful ways represents the foundation for change strategy for the system.

Framework: Based on that understanding as well as on an understanding of successful change management in other organizations, some organized configuration of a Pathway for change must be developed as a common conceptual framework developing strategy and tactics for change that are flexible across the system, yet drive to a common vision of purpose.

Leadership: Creating and empowering the leaders who can spearhead 4-H change at the state level is the prerequisite for operationalizing change management. Those leaders must be an integrated triad of universities, Extension and 4-H.

To build out these three steps, ECOP 4-H enabled a process for identifying and developing a “pathway” for change management which be highly adaptable to needs and opportunities in specific situations, yet provide common steps and endpoints against a common objective throughout the 4-H system.

ECOP 4-H created a Pathway Process to pursue these activities. A core leadership team was recruited and developed an approach and a work plan for the Pathway Process.

To identify the critical points of experience with change management in the 4-H system, an RFP for participation in the Pathway Process was developed by the core team and distributed to the 4-H system. Applications to participate in the Process were assessed for the degree to which they represented innovations on four dimensions:

- Demographic and geographic reach of positive youth development
- Program design and relevance to that reach
- Relationships among institutions (universities, Extension, community) for creating and implementing that program innovation
- Financing approaches to funding and to sustainability.

Eleven state programs were selected to be part of the Process. A list of participants on each state team is contained in Appendix 1. States paid for their own expenses to participate in the Pathway Group. This represented an estimated \$4 in state 4-H resources committed to the change process for every \$5 provided through the initial Pathway Process grant.

Each state developed a case study of its experience with changing targets, processes and programs to meet new and emerging needs.

Two Zoom conference sessions and two in-person Pathway Group meetings were held to discuss the cases, the ways in which change has taken place, the barriers to change, and the lessons learned.

The core leadership team took responsibility for facilitation of the meetings, for producing summary documents of discussions, and for developing the conceptual framework for systems change that resulted from the cases and the presentations.

I pledge my **H** **AD** to clearer thinking,

my **HE** **RT** to greater loyalty,

my **H** **NDS** to larger service,

and my **HE** **LTH** to better living,

for my club, my community, my country

and my world. 



NATIONAL 4-H
COUNCIL

National 4-H Council is the private sector, non-profit partner of the Cooperative Extension System and the National Institute of Food and Agriculture within the United States Department of Agriculture.

Learn more at www.4-H.org

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